

The Cedars Academy

Music Department

Manifesto 2022-23

Performing Arts Vision

As a subject the Performing Arts reach out and branch into the many facets of our day to day lives. They inspire conversations and create friendships through the discussions we have about what we watch on TV, listen to on the radio or see online and in theatres.

The performing arts teach us to be creative, reflective and resourceful in what we do, they enable us to speak with confidence in front of others as well as develop our emotional intelligence and empathy.

Arts and culture help tackle social injustice - theatres, museums, galleries and libraries are the beating heart of our towns and cities. Not only do they bring prosperity, they bring communities together and make life worth living. - Arts Council for England

Through the Performing Arts our young people within all LET schools are able to express a range of emotions within the safety of the classroom or studio. They are able to develop holistically and gain insights and experience into different ways of life. They can push boundaries and move beyond the safety of the familiar and conventional. To put it simply the arts matter.

"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being". – Oscar Wilde

Music Curriculum

Our Music Curriculum has been designed around the three fundamental strands of musical development; Performing, Composing, Listening and Appraising. The Curriculum is predominantly practical and aims to engage students in the activity of making music for as much of their time in the classroom as possible. We believe that learning ‘about’ music should be minimal when a curriculum of ‘doing’ music develops the practical skills that will inform and strengthen students’ wider understanding and appreciation of music. Students study singing, keyboard, ukulele, guitar, percussion (including drum kit) and use Garage Band and Muse score software. Each of these areas are progressively built upon over time using a spaced-learning approach e.g. The Keyboard is introduced in Year 7 through a single-lesson activity near the beginning of Autumn Term 1, a more in-depth three-lesson Keyboard unit is delivered later in the Autumn Term 2 and is then returned to in both the Spring/Summer term as part of the performance aspect of the course. We aim for all students to have developed functional performance skills by the end of KS3 that they can use beyond the classroom and continue to develop into adult life.

Intended Outcome

- ✓ Confident students who are able to enjoy a lifetime connection and appreciation of the Performing Arts disciplines.
- ✓ Students who show confidence in social skills and are able to engage positively in collaboration alongside self-reliance.
- ✓ Creative thinkers who are able to independently adapt, problem solve and offer solutions.
- ✓ Resilient students who are able to face challenges within and outside the Performing Arts.
- ✓ Reflective students who are analytical and able to evaluate their own and others performances and written work.
- ✓ Metacognitive learners who demonstrate self-motivation and self-regulation.
- ✓ Motivated and determined students who are fascinated with the world around them and how the arts contribute to their everyday lives.

Key stage 3 curriculum

The KS3 curriculum is intended to adequately prepare students for and feed into Eduqas Music at KS4 but ultimately, should serve as an enjoyable, engaging and broad musical experience for all students. Aspects of the Areas of Study from the GCSE specification are incorporated into the KS3 curriculum in various topics. Listening and appraising music is incorporated into every lesson at KS3 through means of directed listening and targeted questioning used at the start of each lesson. Notational skills and theory are also woven into the performance and composition topics and are appropriate and relevant i.e. staff notation is taught and used for keyboard work, TAB notation/chord charts for guitar etc. Importance is placed on Singing and internalising sounds using aural dictation in order to improve performance skills. Assessment is regular and uses the LAT model personalised to our curriculum allowing students to make progress and take ownership of what is required from them to progress to the next level. Students’ current level of attainment is an *average* of all assessments taken at any given time.

Curriculum Overview Summary

Term	Year 7	Year 8
<p>HT 1 Sep-Oct</p>	<p><u>“What is Life without Music?”</u></p> <ul style="list-style-type: none"> • An introduction to Pitch, Rhythm and Notation for Piano • Baseline Test. • Keyboard Skills Audit • Performance Skills Assessment 1: <i>Dance Monkey</i> • Composition Skills Assessment 1: <i>Graphic Score notation</i> • Listening and Appraisal Skills Assessment 1: <i>Rhythm and Pitch end of Term Test</i> 	<p><u>“What makes for a good song?” (Pt 1)</u></p> <ul style="list-style-type: none"> • An introduction to Song Structure linking with the Blues/Rock ‘n’ Roll. • Performance Skills Assessment 1: <i>Hound Dog Performance</i> • Composition Skills Assessment 1: <i>Improvisation over a 12 Bar Blues Sequence using the Blues Scale and a walking Bass.</i> • Listening and Appraisal Skills Assessment 1: <i>Blues listening and Song Structures</i>
<p>HT 2 Oct-Dec</p>	<p><u>“What came before us Informs us now.”</u></p> <ul style="list-style-type: none"> • An introduction to the Orchestra throughout history. • Performance Skills Assessment 2: <i>In the Hall of the mountain King:</i> • Composition Skills Assessment 2: <i>Frankenstein’s a Monster</i> • Listening and Appraisal Skills Assessment 2: <i>Orchestral Instruments</i> 	<p><u>“What makes for a good song? (Pt 2)</u></p> <ul style="list-style-type: none"> • Creating your own Christmas/Seasonal song using elements of Blues and Rock and Roll • Performance Skills Assessment 2: <i>Rocking around the Christmas Tree Performance</i> • Composition Skills Assessment 2: <i>Christmas Song Competition</i> • Listening and Appraisal Skills Assessment 2: <i>Seasonal Song listening sheet</i>
<p>HT 3 Jan-Feb</p>	<p><u>“How well can we Perform? -School of Rock”</u></p> <ul style="list-style-type: none"> • An introduction to the Guitar • Performance Skills Assessment 3: <i>Guitar and Drumkit (I Gotta Feeling-Black Eyed Peas /G Major Scale)</i> • Composition Skills Assessment: <i>Improvisation Skills on Guitar using the G major Scale</i> • Listening and Appraisal Skills Assessment 3: <i>Guitar notation and Popular Music between 1990’s-2000’s</i> 	<p><u>“How does Music influence us in Video Games?” (Pt1)</u></p> <ul style="list-style-type: none"> • An introduction to the use of Music Technology in Video Games. An introduction to Garage Band. • Performance Skills Assessment 3: <i>Mario Leitmotif and Kooper Leitmotif</i> • Composition Skills Assessment 3: <i>Create your own Leitmotif for either a Hero or a Villain</i> • Listening and Appraisal Skills Assessment 3: <i>The importance of a character theme (Leitmotifs) and identifying compositional characteristics for either a hero or a villain.</i>



<p>HT 4 Feb-Apr</p>	<p><u>“How well can we create Music out of anything?”</u></p> <ul style="list-style-type: none"> • An Introduction to Stomp- physical Musical Theatre. • Performance Skills Assessment 4: <i>The Cup Song</i> • Composition Skills Assessment 4: <i>Basketballs and Plastic Bags</i> • Listening and Appraisal Skills Assessment 4: <i>Stomp Kitchen Review</i> 	<p><u>“How does Music influence us in Video Games?” (Pt2)</u></p> <ul style="list-style-type: none"> • Creating your own underscore for a Video Game • Performance Skills Assessment 4: <i>Learn to play and perform the Underscore of Tetris on the Piano</i> • Composition Skills Assessment 4: <i>Underscore composition for your video game</i> • Listening and Appraisal Skills Assessment 4: <i>Identifying compositional techniques used in an underscore for a platform game.</i>
<p>HT 5 Apr-Jun</p>	<p><u>“How does Music Influence us in Advertising? (Pt 1)”</u></p> <ul style="list-style-type: none"> • Performance Skills Assessment 5: <i>Go Compare! Advert Performance</i> • Composition Skills Assessment 5: <i>Creating a catchy hook assignment</i> • Listening and Appraisal Skills Assessment 5: <i>Advert Comparison assignment</i> 	<p><u>“How does the World influence our Music?” Pt 1</u></p> <ul style="list-style-type: none"> • An introduction to Afro-beats- Fusion of African Music with other popular styles • Performance Skills Assessment 5: <i>Africa 3-part performance</i> • Composition Skills Assessment 5: <i>Afro-Beat Composition</i> • Listening and Appraisal Skills Assessment 5: <i>Afro-beats knowledge and listening appraisal.</i>
<p>HT 6 Jun-Jul</p>	<p><u>“How does Music influence us in Advertising? (Pt 2)”</u></p> <ul style="list-style-type: none"> • Performance Skills Assessment 6: <i>‘Yukki Brite’</i> • Composition Skills Assessment 6: <i>Jingle/ Underscore/Slogan/voice over of an advert for your own product</i> • Listening and Appraisal Skills Assessment 6: <i>Advert Appraisal</i> 	<p><u>“How does the World influence our Music?” Pt 2</u></p> <ul style="list-style-type: none"> • An introduction to Samba Music • Performance Skills Assessment 6: <i>Samba de Janeiro Performance</i> • Composition Skills Assessment 6: <i>Samba Composition</i> • Listening and Appraisal Skills Assessment 6: <i>Aural Rhythm dictation/ writing and reading more complex Rhythmic notation</i>
<p>Term</p>	<p>Year 9</p>	
<p>10 Week Rotation alongside the Creative Subjects within Cedars.</p>	<p><u>“Now That’s What I call Music 2023!”</u></p> <ul style="list-style-type: none"> • An introduction to Music Production within the Music Industry and creating your own club dance track for a Class Album to stream on The Cedars Radio Station. • Performance Skills assessment: <i>Learning to sequence Insomnia (Faithless) using Garage Band/ Band Lab and Muse Score</i> • Composing Skills Assessment: <i>Compose your own Anthem for a Club Dance track</i> • Listening Skills Assessment: <i>Identifying Composing techniques using Music Technology in Club Dance Music.</i> 	

Timetabling

- Year 7: 1-hour lesson per week.
- Year 8: 1-hour lesson per week.
- Year 9: 10 Weeks on a rotation with the Creative Faculty.
- GCSE: 5 hours over 2 weeks. (Currently, there are no GCSE classes.)

Extracurricular opportunities

The Music Department offer the following clubs:

- **KS3 SING OUT!** (Wednesday Lunchtime) -Years 7-8 12:25-1:00pm
- **KS4 SING OUT!** (Tuesday Lunchtime)- Year 9- 13) 13:25-14:00pm
- **LMS Brass Tuition Group** (Friday Lunchtime with extended break for Brass Tuition students) 12:20pm-13:10pm
- **Cedars Radio Club-** (Monday after school from 3:05pm-4:05pm)
- **Cedars Music Tech Club** (Tuesday after school from 3:05pm-4:05pm)
- **Charnwood Area Music Centre** (All Classical Orchestral Instruments)- (Tuesdays After School)-16:00pm-18:00pm
- **Open Practice Rooms** for Bands Thursday After School: 15:00pm-4:15pm

In addition, we also produce three major musical concert events per year; two in the Autumn term (**The Peri Concert**); (**The Big Christmas Sing**;) and one in the Summer term-**Battle of the Bands**, (involving Musicians from other schools within the LET). As part of the Performing Arts Department, the Music faculty also works towards a major production once a year held in the Spring Term.

Alongside this throughout the year, there are inter-tutor competitions held within the Curriculum and through the sequencing of Music lessons; for example, the Adverts and Jingles Competition in Year 7 Summer Term and the Christmas Song Competition in Year 8 in the Autumn Term.

The **Masked Singer Competition** has been a success over the past 2 years in engaging students and staff in Music making and will be appearing again for 2023 Spring Term.

Peripatetic Music Lessons are available for:

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| <ul style="list-style-type: none"> • Strings- Violin/ Viola/ Cello | <ul style="list-style-type: none"> • Woodwind-
Clarinet/Saxophone/
Flute/Oboe | <ul style="list-style-type: none"> • Percussion- Orchestral
Percussion inc. Marimba,
Glockenspiel • Brass- Trumpet/Cornett/
Euphonium/Trombone | <ul style="list-style-type: none"> • Piano • Guitar/ E. Guitar/ Bass • Keyboard • Vocals • Drumkit |
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